

ed•u•ca•tion (ĕj' ōō-ka'shən) *n.* **1.** The act or process of imparting knowledge or skill; systematic instruction; teaching. **2.** The obtaining of knowledge or skill through such a process; schooling. **3.** The knowledge or skill obtained or developed by such a process; learning. **4.** The field of study that is concerned with teaching and learning; the theory of teaching; pedagogy. The act



U.S. DEPARTMENT OF STATE

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

annual report

cul•ture (kŭl'chər) *n.* **1.** Social and intellectual formation. **2.** The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population. **3.** A style of social and artistic expression peculiar to a society or class. **4.** Intellectual and artistic activity

BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS



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FOR MORE THAN HALF A CENTURY, the United States has supported international educational and cultural exchange programs as one of our wisest investments for global understanding and peace. Since its creation in 1961, the Bureau of Educational and Cultural Affairs (ECA) has led many of the U.S. government's international exchanges.



ECA's exchanges support long-term U.S. foreign policy goals. However, they also have the flexibility for rapid response to support U.S. efforts during today's foreign affairs challenges. These exchanges enable American students, teachers, scholars, and professionals to share knowledge and experiences with foreign counterparts and to develop contacts with emerging foreign leaders in government, business, media, education, culture, science, and the arts.

Our exchange programs have a long and impressive track record of bringing future leaders from around the world to the United States—and of giving talented young Americans invaluable experiences and insights abroad. These programs help us to spread the good news of freedom and openness, human rights and the rule of law. They also strengthen America's eco-

nom ic competitiveness and allow Americans to know other countries and cultures as they are rather than through stereotypes.

In this new millennium, the United States' place in the world depends increasingly on the capacity of individual Americans in education, business and industry, government, and the society at large to understand and engage meaningfully in a global community. Such understanding and engagement is at the very heart of America's *public diplomacy* and the mission of ECA.

I commend to you this *Annual Report of the Bureau of Educational and Cultural Affairs*, which superbly reflects the purpose, content, value, and vitality of U.S. Department of State exchange programs.

A handwritten signature in dark ink, appearing to read 'C. Powell', with a stylized flourish extending to the right.

COLIN L. POWELL

Secretary of State

MESSAGE FROM Helena Kane Finn



THE TOP PRIORITY OF THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS (ECA) is to strengthen mutual understanding between the United States and other countries. The exchange programs that ECA implements strengthen cross-cultural cooperation by building trust and confidence with other nations to advance American interests. We take pride in the role we play using a wide array of public diplomacy programs to promote U.S. goals. We believe in people and the power of the individual to shape and transform society.

Our major endeavors are the Fulbright and International Visitor programs. We support English teaching, university partnerships, and foreign student advising through our embassies abroad. The Citizen Exchange Program links U.S. non-governmental organizations with foreign partners. All these programs demonstrate democratic and free-market values and promote understanding among foreign participants of American policies and motives.

The young political leader who comes to the United States benefits from a closer look at our society with its intrinsic emphasis on freedoms not available or even understood in many parts of the world. Equally important is the extent to which our own students,

teachers, scholars, and professionals are enriched by their exposure to other ways of viewing the world.

Advances in technology and communication that internationalize people's lives provide unprecedented opportunities for exchanges and for alumni activities. We take advantage of these advances to focus exchanges more directly on such critical objectives as increasing global economic growth, promoting democratic principles of government, and securing a sustainable global environment.

The Bureau of Educational and Cultural Affairs is the Department's long-term investment banker. Sometimes these investments mature right away; more often, they mature in 10 or 15 years when the exchange program participant becomes the prime minister, an editor, a judge, or a university president. ECA and its exchange programs are animated by a vivid sense of the possibilities of the future.



A handwritten signature in dark ink, reading 'Helena Kane Finn'.

DR. HELENA KANE FINN

Acting Assistant Secretary
for Educational and Cultural Affairs

ABOUT THE Bureau of Educational and Cultural Affairs

THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS (ECA) is responsible for administering the principal provisions of the Mutual Educational and Cultural Exchange Act (P.L. 87-256, the Fulbright-Hays Act), including U.S. international educational and cultural exchange activities such as the prestigious Fulbright Program.

ECA operated as a part of the State Department from 1938 until 1978 when it merged with the U.S. Information Agency (USIA). With the disestablishment of USIA in 1999, the Bureau rejoined the State Department.

In consolidating previous legislation and programs, the Fulbright-Hays Act recognized international educational and cultural exchange as a pillar of U.S. foreign relations on a par with international information and foreign assistance programs. The act charged the Assistant Secretary for Educational and Cultural Affairs with strengthening and coordinating the nation's intellectual cooperation and cultural relations with other countries.

Dr. Helena Kane Finn was named Acting Assistant Secretary for Educational and Cultural Affairs January 21, 2001. The Assistant Secretary for Educational and Cultural Affairs serves as principal advisor to the Secretary of State for international exchanges and heads the Bureau of Educational and Cultural Affairs.

COLLABORATION WITH AMERICAN EMBASSIES

THE PUBLIC AFFAIRS SECTIONS OF AMERICAN embassies collaborate with ECA in administering and supervising exchange activities and maintaining liaison with binational Fulbright commissions and foundations.

Much of the actual operation of exchange programs overseas is the responsibility of American public affairs officers and their staff. These Foreign Service officers develop and enrich U.S. international educational and cultural contacts. This includes implementing many of the academic, professional, and cultural exchanges discussed in this report.

Bureau of Educational and Cultural Affairs



Overview

EXCHANGING STUDENTS, TEACHERS, SCHOLARS, and future leaders with other countries has been an important part of American diplomacy since before World War II and is now implemented under the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act). This legislation has permitted hundreds of thousands of U.S. and foreign students, teachers, scholars, and professionals to study and engage in international research and professional development.

The mission of educational and cultural exchanges is to promote strong peaceful relations between the United States and other countries through a wide range of international programs, as authorized by the Fulbright-Hays Act. The Bureau of Educational and Cultural Affairs is responsible for the management and oversight of these programs. The Bureau also facilitates exchanges with other parts of the U.S. government (USG), the private sector, and foreign governments.

In 2000, ECA enabled about 5,000 Americans and 20,000 foreign visitors to travel to the United States or abroad for the purposes of studying, teaching, conducting research, and professional development. These activities substantively reached an estimated 6.25 million people in the United States and abroad.

EXCHANGES AND NATIONAL INTERESTS

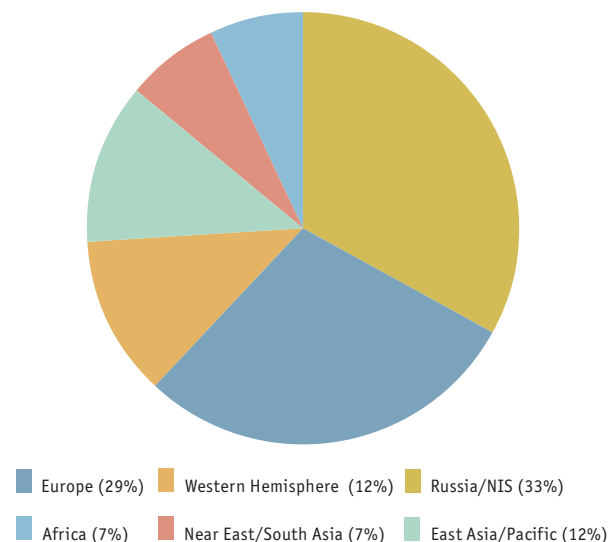
Exchanges are strategic activities that build a corps of informed opinion leaders in the national political, economic, cultural, and social infrastructures of their countries. Exchanges typically emphasize learning designed to expand international and cross-cultural awareness, providing foreign publics with a better understanding of the United States. Exchanges in turn provide Americans with a better understanding of the world.

In an increasingly competitive global environment, the United States must remain engaged by expanding and deepening contacts at all levels so that our nation maintains its leadership on the global stage. The importance of competing effectively in these areas is reflected in the efforts of major U.S. allies who place far greater emphasis than we do on exchanges as a vehicle to influence other governments and societies.

The British government, for example, has funded a major international marketing strategy to develop the U.K. educational brand as it strives to capture a greater percentage of the global market share of higher education by increasing the number of foreign students in U.K. universities. France, Germany, and Australia have similar strategies.

Global Engagement

exchange participants by world regions



EXCHANGES IN NATIONAL STRATEGY

The exchange of persons and ideas is fundamental to the foreign, economic, and security policy of the United States. Essential to promoting the strategic goals outlined in the Department of State *International Affairs Strategic Plan*, exchanges seek to establish the trust, confidence, and international cooperation with other countries that sustain and advance the full range of American national interests. Exchanges provide, regardless of program focus, a context for understanding American policies that might otherwise be misunderstood. The United States engages the leaders of tomorrow through these exchange programs of today.

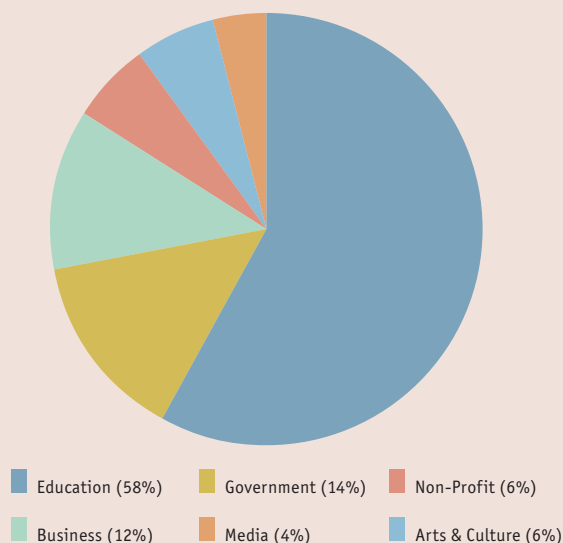
Underlying the role of exchanges in national strategy is the belief that mutual understanding is of vital importance in an increasingly interdependent world. Person-to-person exchanges promote a better appreciation of the United States abroad and provide a greater receptivity for U.S. policies among foreign publics. They shape the outlook of current and future leaders and promote ties between private citizens and organizations in the United States and abroad. They present American history, society, and culture to the world.

Exchange programs endow Americans with an understanding of foreign cultures and enable the nation to remain integrally involved as a leader in international issues. They build a critical base of future leaders who have cultivated international relationships and worked alongside experts of other countries. They develop a cadre of professionals in the United States and other countries who can help us deal effectively with international challenges.

The recent analysis *Strategic Assessment: The Instruments of U.S. Power*, by the Institute for National Strategic Studies of the U.S. National Defense University, emphasizes the important strategic role of international exchanges. The study concludes that in the post-Cold War era when world politics are configured along cultural and civilization lines rather than competing superpowers, exchanges are among the critical national policy instruments available to influence foreign governments and societies and reinforce the long-term U.S. strategic position in the world.

In this new international environment in which the relations of nations are no longer identified primarily by ideology, exchanges help foreign publics understand U.S. society and culture. Such understanding provides a sensible context in which the United States can articulate its policy, intentions, and actions abroad. Yet, since 1993, direct appropriated funding for exchanges has fallen almost a third adjusted for inflation. Such serious erosion of exchanges funding diminishes U.S. ability to pursue public-private partnership strategies

Sectors of Emphasis



aimed at attracting and focusing non-governmental resources for exchanges and, ultimately, America's ability to advance its strategic goals.

Good examples of exchanges' utility are those that support freedom and democracy in Russia, Eastern Europe, and the New Independent States. These exchanges have proven especially valuable instruments of U.S. policy. Program evaluation shows that foreign alumni, compared to people who have not had an American experience, are more accepting of individual and human rights and the rule of law. They are less tolerant of anti-democratic actions their governments might take.

Recognition of the role played by such international experience should compel greater investment in educational and cultural exchanges necessary to reach a future generation of opinion molders, agenda setters, and decision makers. Constructive communication, out of which develops widespread empathy between domestic and foreign publics, is crucial to successful cooperation among nations. Good rapport achieved through exchanges promotes informed U.S. leadership and sustained access and influence in important sectors of foreign societies.

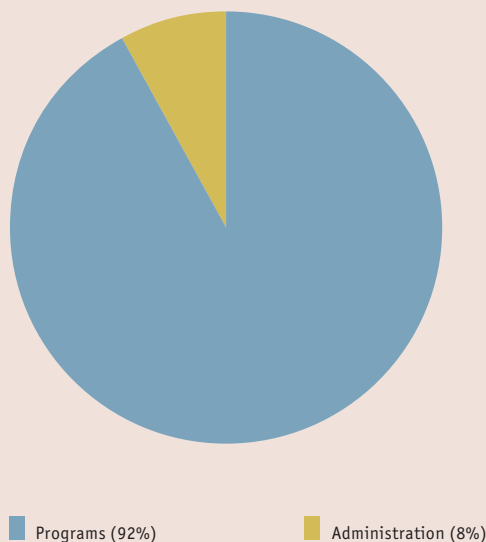
PUBLIC-PRIVATE PARTNERSHIP

Since 1997, ECA has leveraged increasingly substantial support for exchanges through innovative partnerships with American state and local governments, higher education, business, non-governmental organizations (NGOs), foundations, U.S. allies, and other USG agencies. Our strategy is to focus public-private partnerships in ways that support U.S. foreign policy objectives. Gross support for ECA's exchange programs totals over \$500 million annually, of which more than 35 percent comes from non-USG sources.

The ability to obtain resources through partnership and indirect support is dependent upon the availability of USG funding. This is especially true in Western Europe where partner nations put far more resources into bilateral exchanges with the United States than we do. As USG support for exchanges is reduced, partner nations reduce their support reciprocally. The ability to generate private sector support is commensurate with the level of resources the State Department is able to contribute.

The Exchanges Dollar

2000 estimate



PROGRAMS

The Bureau has two main areas of activity: Academic Exchanges and Professional and Cultural Exchanges:

Academic Exchanges include scholars, students and teachers, U.S./foreign university partnerships, and the study of the English language abroad. They also encompass advising foreign students and scholars about U.S. educational opportunities. Examples include Fulbright scholars, students, and teachers; Humphrey and Muskie fellows; and support of American overseas research centers.

Professional and Cultural Exchanges include programs for current and emerging leaders such as the International Visitor and Citizen Exchange programs.

Believing that exchange programs should reflect the reality of American society and draw upon its strengths, ECA actively seeks to engage NGOs in the United States. Via "requests for grant proposals" and cooperative agreements, ECA collaborates with private sector partners on exchange programs. The following sections describe recent significant grants activity in the principal thematic areas of:

International Understanding

Democracy and Civil Society

Economic Growth and Free Market Reform

Professional Development

Education, Knowledge, and Research

Environment

Media, Arts, and Culture

Rule of Law

Diplomacy of Inclusion: Women,
Minorities, and Disabled Persons

Youth

THE CONCEPT OF INTERNATIONAL MUTUAL understanding is grounded in the U.S. Information and Educational Exchange

Act of 1948 (the Smith-Mundt Act) and the Mutual Educational and Cultural Exchange Act of 1961 (the Fulbright-Hays Act). Both emphasize that ECA's exchange programs are "to increase mutual understanding between the people of the United States and the people of other countries" and serve long term "to strengthen the ties that unite us with other nations."

All our exchange programs advance international understanding, but the **J. William Fulbright Educational Exchange Program** is foremost among them. In partnership with the presidentially appointed J. William Fulbright Foreign Scholarship Board, the Bureau directs a wide range of teaching, study, and research exchanges through a strong network of international relationships and alliances with strategic partners. These partners include bilateral Fulbright educational and cultural exchange commissions and foundations in 51 countries, the U.S. education community, NGOs, and foreign governments. Cooperating private institutions perform a vital role in program administration, particularly in securing private sector support.

The Fulbright Program, established in 1946 in the aftermath of World War II, stands today as an integral part of U.S. foreign relations. Over the past five decades, a quarter million evolving leaders in academe and professional fields have benefited from the Fulbright experience. It remains our nation's premier and most distinguished vehicle for intellectual engagement with the rest of the world.





Countries critically important to U.S. political, security, and economic interests strongly support the Fulbright Program and share a role in funding and shaping its goals and activities. So successful is the Fulbright model that now in several countries foreign government support exceeds the U.S. financial contribution. This cost-sharing makes the Fulbright Program among the more cost-effective of all USG international exchange activities. The program has a long-term goal of parity in financial support from foreign governments.

To promote international understanding, the Fulbright Program last year awarded 6,000 fellowships and scholarships to American and foreign professors, teachers, and graduate students to study, teach, lecture or conduct research abroad and in the United States.

We developed or supported a variety of new Fulbright fellowships to build regional cooperation in conflict resolution. These included an Aegean initiative to help American, Greek, and Turkish scholars collaborate on research of common interest and a collaborative project for scholars and NGO professionals from the Middle East on issues of regional interest. We are particularly proud of two new scholarships memorializing supporters of the peace process: King Hussein of Jordan and King Hassan of Morocco.

Other ongoing programs that emphasize international understanding include:

- 🌐 **The Israel-Arab Peace Partners Program** through which we work with U.S. non-profit groups to implement exchanges involving participants from the United States, Israel, West Bank, Gaza, and other parts of the Middle East. These activities focus on pre-emptive conflict resolution, peer mediation, environmental concerns, and civic responsibility. This activity includes bringing mid-career professionals to the U.S. for leadership development and dialogue with American counterparts.

-  The **Cyprus-American Scholarship Program**, administered in partnership with the U.S.-Cyprus Fulbright commission, supports exchanges designed to help students from the Greek and Turkish Cypriot communities understand the other community and the conflict in Cyprus from a different perspective and learn conflict resolution and mediation skills.
-  We developed three new Fulbright fellowships offering distinguished scholars shorter-term exchange opportunities and extending the Fulbright experience. These include **New Century Scholars**, supporting collaborative research and discussion of a single subject with a focus on issues of major global concern; **Senior Specialists**, American experts, awarded two- to six-week grants, who serve overseas as consultants and workshop leaders; and **Alumni Initiative Awards** for returned scholars to support linkages between their home and overseas host institutions.
-  We launched the *Fulbright Legacy of Leadership* project to engage Fulbright alumni who are leaders in their fields and societies. The primary component of the project is development of a directory of 1,500 prominent alumni worldwide.
-  The **Fulbright/Regional and Educational Exchange for Mutual Understanding (REX) Program**, a joint collaboration of the Japanese and U.S. governments, enables 15 Japanese teachers to provide Japanese language education at American schools. Japan pays for maintenance and transportation costs. ECA covers orientation, enrichment workshops, and U.S. program administration. The program is a striking example of leveraging and how much partner nations value exchanges with the United States.





Fulbright, the world's premier international exchange program, has provided more than 230,000 U.S. and foreign participants the opportunity to observe each others' political, economic, and cultural institutions, exchange ideas and embark on joint ventures of importance to the general welfare of the world. The program enables students, teachers, and scholars—such as alumna Prof. Jacqueline Snell of San Jose State University (lower left) who “Fulbrighted” in Malaysia—to gain international competence. Each year Fulbright exchanges participants between the U.S. and over 100 nations. In 2000, two supporters of Middle East peace, King Hussein of Jordan (above center) and King Hassan of Morocco (left center), were posthumously honored with new Fulbright memorial scholarships named after them. Fulbright alumni include Nobel and Pulitzer prize winners, governors and senators, ambassadors and artists, prime ministers and heads of state, professors and scientists, Supreme Court justices, and CEOs.



A STABLE COMMUNITY OF DEMOCRATIC nations respectful of human rights serves all of America's strategic interests—from enhancing our security to promoting economic prosperity and providing for energy security. ECA focuses on programs that encourage the evolution to democracy in places where exchanges can have the greatest effect. We work with new democratic states to strengthen democratic processes and commitment to civil society.

We target our democratic development effort most intensely on assisting states that affect U.S. national interests and whose people are struggling to move away from repressive governments toward democracy. This important work focuses both on values and institutions. We use private and nongovernmental groups as *exchanges multipliers*.

Helping consolidate and extend democratic reforms, especially in Russia and other independent states of the former Soviet Union as well as in Eastern Europe, has been most gratifying. Funding under the rubric of the **Freedom Support Act of 1992** and **Support for East European Democracies (SEED) Act of 1988** last year produced more than 7,000 exchanges focused on the role of students, scholars, teachers, and professionals in democratic development in this part of the world.

By enabling current and future leaders of emerging democracies to obtain the education and practical training necessary to continue democratic and economic reform, these exchanges have proven especially valuable instruments of U.S. policy. They have played a critical role in turning former threats to our security into valued global partnerships.

The **International Visitor (IV) Program** encourages U.S. ambassadors to invite current and emerging foreign leaders to meet with U.S. counterparts and obtain firsthand knowledge about Americans and their politics and culture. Americans develop contacts with their foreign professional counterparts.

Critical to advancing U.S. foreign policy, security, trade, and investment interests abroad, the IV Program sustains a corps of foreign intellectuals and opinion leaders. The exchanges emphasize substantive, practical topics of mutual concern. About 4,500 visitors came to the United States under this program last year.

IV alumni often advance to positions of significant responsibility. Nearly 200 current and former chiefs of state were International Visitors—including the current heads of government in Germany, the United Kingdom, South Korea, Chile, and Argentina—in addition to over 600 cabinet-level ministers around the world.

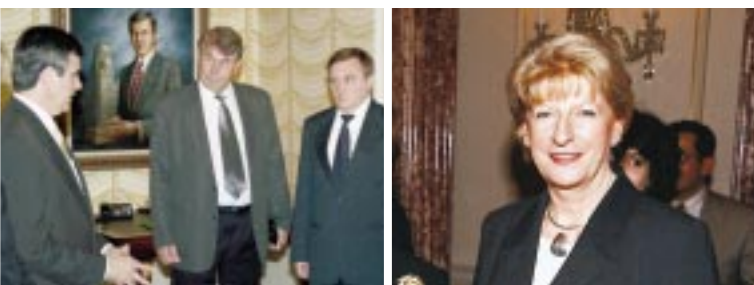
In the United Kingdom, 19 cabinet or ministerial level officials are alumni, as are 10 Danish ministers and seven cabinet ministers in Croatia. Twenty-six senior officials of Mexico's PAN party have been IVs, as have a fifth of the Israeli Knesset and 25 Japanese Diet members. The deeper understanding of the United States by IV alumni significantly aids the development of close, mutually beneficial bilateral relations.

Other examples of exchanges supporting democracy:

- 🌐 Named after a Tibetan ethnomusicologist and exchanges alumnus sentenced in 1996 to 18 years in prison in China on charges of espionage, the **Ngawang Choephel Exchange Program** supported 25 academic exchanges designed to assist the advancement of Tibetans through health, education, and economic and community development.
- 🌐 Special exchanges with Indonesia underscored the importance of our ties across the Pacific. These exchanges, which focus on East Timor, enhance the institutional capacity and sustainability of local NGOs, provide leadership training for school administrators, and train teachers. In addition, we provide scholarships for East Timorese to acquire degrees in the United States.



A large proportion of exchanges emphasize education and research on topics related to the transition to democracy, free markets, and the building of a civil society. Center left: Visiting Russian parliamentarians and Nebraska state government officials consult. Center right: International Visitor Program distinguished alumna Dr. Hanna Suchocka, minister of justice and attorney general, Poland. Bottom: Eisenhower Exchange Fellowship Program alumni surprised former Turkish Prime Minister Suleyman Demirel, a distinguished Eisenhower alumnus, with a birthday party.



Through a grant to the **Institute for Representative Government**, we assist emerging democracies in understanding the American political system, democratic principles, and values. Each year foreign parliamentarians, staff, and other persons involved in the legislative process receive instruction on legislative issues, the American political process, separation of powers, and bipartisan cooperation in a representative democracy.

Through Fulbright American studies institutes, six-week curriculum development and teacher-training programs at U.S. university campuses, approximately 300 foreign graduate students, teachers, and scholars acquired a better understanding of U.S. culture, politics, and history. Among the institute topics and partners last year were *The U.S. Political System* (Southern Illinois University), *The U.S. Constitution* (Temple University) and *Foundations of American Foreign Policy* (University of Delaware). In recent years, ECA supported National Endowment for the Humanities Seminars on *Political and Constitutional Theory for Citizens* at UCLA and *Constitutional Democracy* at Princeton.

The **Eisenhower Fellowships Program** promotes international understanding and productivity through the exchange of information, ideas, and perspectives among emerging leaders worldwide. The program brings rising foreign leaders to the United States and sends American counterparts abroad, with a custom-designed program for each participant. Among 1,500 Eisenhower alumni, there have been four heads of government and 100 cabinet-level appointments. Numerous fellows have become ambassadors, legislators, university presidents, supreme court judges, and governors. They head major corporations and non-profit organizations involving health, environment, culture, and other philanthropy.

Economic Growth AND FREE MARKET REFORM

PROMOTING AMERICA'S ECONOMIC PROSPERITY is a major foreign policy objective. The vitality of our nation's diplomacy, our unrivaled military power, and even the appeal of our democratic values and institutional models depend in part on the strength of our economy.

Enhancing U.S. competitiveness, expanding world trade and closer economic relations, and enlarging the realm of vibrant and open-market economies are the main goals of our exchanges on economic reform. These programs directly support initiatives central to our national economic objectives such as the North American Free Trade Agreement.

ECA pursues exchanges focused on helping develop viable private sectors in Russia and other independent states of the former Soviet Union and Eastern Europe. Critical to this work are the Freedom Support and SEED resources we administer. Examples of such long-term meaningful activity worldwide include:

- ④ Approximately 400 students and professionals from the NIS and the Baltics received scholarships via the **Edmund S. Muskie/Freedom Support Graduate Fellowship Program** for master's level study in the U.S. in business, economics, education, and other fields. Host U.S. universities provided substantial tuition waivers.
- ④ As part of U.S. efforts to advance international commercialization of biotechnology products and genetically modified food crops, one of the more

problematic U.S.-EU market access issues, we implemented six international visitor group projects. These concentrated on bringing to the United States groups of European professionals who exchanged perspectives with U.S. counterparts. The result was more informed views among European press and policymakers.

- ④ The **Community Connections Program**, which encourages public-private partnerships and creates links between U.S. and NIS regions and communities, supported approximately 1,750 business people and entrepreneurs for one-month homestays with American families. A thousand small, medium, and Fortune 500 U.S. companies hosted the visitors, who observed the everyday activities of American business and learned firsthand the principles and processes of a free market economy.
- ④ Our **South Pacific Islands Scholarship Program** provides scholarships for academically talented individuals from the Pacific region to pursue study at U.S. universities in fields relevant to development needs.
- ④ The **Mike Mansfield Fellowship Program** supports 10 USG professionals a year in Japan to work full-time in Japanese government agencies. Mansfield fellows learn how the Japanese government works and establish relationships with Japanese government officials and other citizens and the business community.
- ④ Approximately 45 students and professionals from Central and Eastern Europe received grants through the **Ron Brown Fellowship Program** for master's level study in the United States in fields that advance economic and democratic development.
- ④ To advance U.S.-EU economic cooperation, we brought together American and European consumer representatives to promote consumer interests in policymaking through the Transatlantic Consumer Dialogue, a forum of U.S. and EU consumer organizations that develops and makes joint consumer policy recommendations to the U.S. government and the European Union.



Exchanges help improve the lives and opportunities of people in emerging free markets by expanding international networks of students and scholars, economists, banking and finance officials, and business people in over 100 countries. We are supported in this far-reaching work by creative partnerships with foundations, corporations, foreign governments, and international organizations. Such activity underpins the learning necessary for economic innovation and to understand the lessons that can be drawn from international reforms and policy initiatives to enhance international business. Above left: Madhura Chatrapathy, Indian business entrepreneur, distinguished International Visitor alumna. Above center: Visiting American faculty and their Chinese hosts study silkworm production as part of a Sino-U.S. university partnership. Above right: Scottish Fulbright student Tracey Booker studied at the University of Pennsylvania's Wharton School of Business. Increasingly we invest exchanges in economic growth and development, free market reform, and international business, including the so-called New Economy (below) attributed to the wonders of information technology in general and of the Internet in particular.



BROAD-BASED INTERNATIONAL PROFESSIONAL development not only improves prospects for democratic change and economic growth in developing countries but also expands the demand abroad for U.S. exports and services.

The consequences of international professional growth are clear. American business executives who learn competitive and innovative international leadership and management techniques gain an action perspective that gives them a global advantage. In the field of government, foreign administrators learn how entrepreneurial spirit can make public services more responsive.

Through professional development exchanges, people gain organizational and non-profit work skills. These exchanges stimulate the cross-cultural interchange of powerful ideals and strategies needed to grow businesses, inform media, and improve public choices—not only in small steps, but by giant leaps.

For instance, the political development of two leaders on the front-line of peace and stability efforts in the Balkans was enlarged by their experiences as Fulbright fellows in the United States early in their careers. Zlatko Lagumdžija today is the moderate leader of the only major party that bridges ethnicity in Bosnia-Herzegovina. Ambassador Wolfgang Petritsch is the U.N. High Representative for Bosnia-Herzegovina.

ECA's principal professional development activity, the **Citizen Exchange Program**, exposes foreign publics to U.S. policy, values, and systems and allows Americans to share professional expertise and broaden our influence on global issues and events through grants to non-profit institutions, particularly local community organizations and professional associations. Non-U.S. government cost-sharing provides significant leveraging of our investment.

These exchanges involve a wide variety of U.S. and foreign citizens—from judges and scientists to grass roots volunteers, artists, and business leaders—sharing ideas, addressing conflicts, and constructing cooperative solutions to problems. China's Zeng Jianhui, member of the Standing Committee and chairman of the Foreign Affairs Committee of the National People's Congress, benefited from an interparliamentary experience in the U.S. to strengthen Sino-U.S. cooperation. During a similar citizen exchange early in his career, former Argentina President Carlos Menem studied civilian control of the military.

In collaboration with Congressional oversight committees, we developed a citizen exchange small-grants initiative to increase competition for funding and encourage organizations that have never received an ECA grant to compete for awards. We selected *participatory democracy* as the project theme last year and funded eight grants ranging from \$20,000 to \$50,000. Two of these grants, for example, supported a women's political training program in Kuwait and a prevention of domestic violence program in Venezuela.

Exchanges support efforts to strengthen U.S.-South Africa ties with teacher-training and development workshops in South Africa and at Western Montana College in the United States for 100 South African elementary-school teachers. The program will train 300 elementary school teachers in the latest American teaching techniques and strategies over a three-year period.

The **Hubert H. Humphrey Fellowship Program** brought 135 accomplished mid-career professionals from developing countries to the United States for a year of study and professional development.

Teaching Excellence Awards give visibility and tangible recognition to innovative educators and schools in Russia, Ukraine, Kazakhstan, Kyrgyzstan, and Uzbekistan. American educators work with their colleagues in these countries supporting educational reform and civic education.



Above left: Fulbright alumnus Wolfgang Petritsch, High Representative of the International Community in Bosnia-Herzegovina, mediates Balkans negotiations. Above right: A Teaching Excellence Awards Program participant from the NIS talks about her country with an American counterpart during a seven-day international professional development seminar at the University of Delaware. Below left: Former Argentine President Carlos Menem, distinguished Citizen Exchange Program alumnus. International professional development exchanges range from business executives who learn competitive and innovative international leadership and management techniques (below center), Humphrey fellowships in public health policy (below right) to enhancing the international public's knowledge and appreciation of artistic achievement that promote understanding between cultures (bottom).



Education, Knowledge, and Research

SOCIETY DOES NOT PROGRESS WHEN PEOPLE isolate themselves from the rest of the world. Increasing people's international awareness in matters of education, knowledge, and research creates a more stable and informed world community.

This interchange fosters the free flow of information and ideas across national boundaries, critical to helping nations prosper economically and intellectually.

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Exchanges that emphasize information-sharing and enable men and women of talent and enterprise to study, conduct research, and receive practical training outside their own countries strengthen international understanding and cooperation and improve U.S. global competitiveness. These programs help inform both the academic community and the broader public about international education and research and mobilize resources for the international exchange of knowledge.

For purely economic reasons, the U.S. must protect its international education market share. Over 500,000 foreign students study in the United States each year. The U.S. Department of Commerce places the value of this export of services industry to the American economy at more than \$13 billion annually, supporting over 100,000 U.S. jobs.

The opportunity to study abroad, learn other languages, and experience other cultures and perspectives is increasingly essential preparation for successful global leadership in many fields today. The United States should seek to have the largest possible number of foreign students, scholars, artists, scientists, business people, and leaders experience life in our country and develop understanding of our democratic institutions and our economic system. People who are educated in the U.S. have lasting ties to our country, helping our security, trade, and diplomacy.

The establishment of a comprehensive national policy for improving international education of U.S. citizens underscores the importance of education as a global competitiveness issue. Less than one percent of all American college students (only 114,000) study abroad.

Our effort to internationalize knowledge is manifest in a number of ways:

- To promote U.S. higher education abroad, we advise prospective foreign students, scholars, ministry officials, and others on U.S. education through a network of 450 American educational information centers worldwide. This network responds to 5 million inquiries annually, providing information to 60 percent of newly arriving foreign students to the United States.
- We actively support **American Overseas Research Centers (ORCs)** allowing pre-doctoral and senior American scholars to pursue research important to increasing our understanding of foreign languages and cultures. These centers annually assist and provide information to 15,000 U.S. and 10,000 foreign scholars and students.
- Our efforts to cultivate institutional ties, most notably the **College and University Linkages Program**, last year fostered 42 partnerships between U.S. and foreign institutions of higher education. The grants support curriculum, faculty and staff exchanges, development and collaborative research, and outreach designed to have a multiplier effect and positive long-term impact.
- We work with U.S. organizations to establish exchange programs using the educational exchange visa ("J visa") that enable foreign nationals to come to the United States temporarily. There are 13 categories of visitors, including academic, government, foreign medical graduates, training, camp counselors, summer work/travel, and au pairs. About 1,500 organizations are designated to use the J visa and sponsor some 280,000 participants.



Above: United Kingdom Fulbright teacher leads bilingual elementary school class in California. Center right: The actor John Lithgow, former Assistant Secretary of State William B. Bader and ECA intern Laura Burns at the White House Conference on Culture and Diplomacy in November 2000. Center left: The opportunity to study and conduct research abroad aimed at incorporating and applying international knowledge and experience is essential preparation for successful global leadership in many fields today, especially science (bottom).



U.S. INTERNATIONAL EDUCATION POLICY

A new executive memorandum (April 19, 2000) set forth a comprehensive national policy for educating U.S. citizens internationally. Developed collaboratively by ECA and the U.S. Department of Education, the directive renewed and strengthened the federal government's commitment to support international education and calls on educational institutions, state and local governments, NGOs, and businesses to make a similar commitment. ECA and the Department of Education convened meetings of government and the private sector to launch this effort.

We worked with schools and colleges to encourage more students from other countries to study in the United States and promote increased study abroad by U.S. students. We took steps to support exchanges at all levels of society and expand partnerships among education institutions. The directive calls on the State Department to ensure that international exchange programs, notably the Fulbright Program, receive the support they need to help interpret the world to students.

INTERNATIONAL EDUCATION WEEK

A presidential proclamation designated November 13–17, 2000, as International Education Week. This action stimulated a global forum for promoting the benefits of international education. This was a highly visible component of the new U.S. international education policy to prepare Americans for a global environment and to attract future leaders from abroad to U.S. educational opportunities.

During International Education Week, a wide range of public- and private-sector institutions and partners, including colleges and universities; primary and secondary schools; U.S. ambassadors, the foreign diplomatic corps in the United States and international organizations; and businesses and NGOs took part worldwide. These activities demonstrated the critical role of international educational exchange in U.S. foreign relations.

CLEARLY, THE BETTER WE UNDERSTAND how different parts of the planet are related, the better we understand how environmental changes impact climate, population, development, and biodiversity.

Even when making the most generous allowances for advances in science and technology, population growth and environmental pressures are likely to make the world more vulnerable to international frictions.

Conservative estimates of the world's population project 8.5 billion people by the year 2025, increasing global competition for fewer resources—arable land, clean water and air—and jeopardizing international and regional stability.

We apply exchanges to developing consensus and understanding among people whose focus is on environmental problems. Our efforts emphasize the participation of people in consulting and policy who work with environmental organizations, government agencies, the private sector, and students. The focus is inherently interdisciplinary and addresses both global and local issues. Collectively, environmental exchanges advance how scientific information gets translated into social, economic, and technological responses to environmental problems.

- ④ After returning from their study in the United States of global climate issues, four Turkish international visitors serving on a committee for Turkey's eighth five-year economic plan recommended that climate change be addressed in the plan for the first time and facilitated joint projects between the National Science Foundation and the Turkish Scientific and Technical Research Council.
- ④ Working with The Nature Conservancy, we applied exchanges to advancing the best approaches to U.S.-Chilean joint environmental protection. Reciprocal exchanges between Chile and Colorado focused on strengthening institutions, environmental policy, and community-based conservation.
- ④ By supporting faculty and staff exchanges between the University of Kansas and the University of Zambia, we enhanced U.S.-Zambian joint technological capabilities and cooperation in environmental teaching and research. Specific topics included the environmental impact of urbanization and urban mining and the future of the Zambian water supply.
- ④ Eight Israeli and eight Palestinian journalists, professionals, water specialists, NGO leaders, and local officials studied Texas/Mexico joint initiatives related to the Rio Grande as a model for peaceful dispute resolution of water allocation issues in the Middle East.
- ④ A remarkable project developed as a result of our **Bosnia-Herzegovina Diplomatic Training Program**. When a U.S. forestry official hosted Bosnian diplomats at her home, and learned how Sarajevo's trees were lost during the war, she initiated a broad-based U.S. effort to help reforest Bosnia. The result was *Trees for Sarajevo*, involving American Forest, Salt Lake 2002 Environmental Program, Meridian International Center, and Diplomatic Tradecraft Associates.
- ④ The Fulbright Program includes many environmental and ecology specialists. Their work includes, the uses of rivers, deforestation, conservation, tropical agriculture, and management of national parks. The **Amazon Basin Research Program** brings an environmental researcher each year to the U.S. from Bolivia, Brazil, Colombia, Ecuador, Peru, and Venezuela.



Exchanges focused on the environment are interdisciplinary and typically dedicated to the examination of environmental issues with international implications. Center left: American and Bosnian diplomats participate in the Bosnian reforestation partnership, a spin-off of the Bosnia-Herzegovina Diplomatic Training Program. Enough money has been raised to plant 10,000 trees—with more to come. Center right, bottom left: A grant to the non-profit conservation organization The Nature Conservancy emphasized U.S.-Chilean community-based conservation education and outreach aimed at protecting the lands and waters that the diversity of life on earth needs to survive. Bottom right: A College and University Affiliations Program grant enabled faculty and students of Auburn University (Alabama), the State University of São Paulo, along with local community and environmental NGOs to help solve water management problems in Brazil.



Media, Arts, and Culture

IF ANYTHING IS CERTAIN ABOUT THE FUTURE, it is the growing influence of culture and its relationship to politics, values, and social change. It affects how we express and think about ourselves, how we communicate with each other and how we perceive, conceive, and interact with the world. Media, arts, and culture are among the principal *mediating technologies* for cultivating international understanding. Scholars, students, and practitioners advance understanding through forward-looking media like the Internet; the creative, performing, and visual arts; English language programs; and museum and library work.

Culture and cultural differences are intimately tied to many international issues. International cultural expression often leads to diplomatic initiatives. Arts and sports exchanges have noticeable impact in countries with which the United States has either difficult or fragile, nascent relationships. Ping-pong diplomacy with China, pianist Vladimir Horowitz returning to perform in his native Russia, and performances of the Dance Theater of Harlem in South Africa are examples. ECA's sponsorship in 2000 of the *Andy Warhol: His Art and Life* exhibit in Greece was aimed specifically at helping repair U.S. relations with Greece in the wake of the Greek public's strong negative reaction to the NATO action in Kosovo.

As part of an ECA public diplomacy campaign, a **White House Conference on Culture and Diplomacy** in November 2000 brought together more than 180 cultural and artistic leaders from the United States and abroad for a discussion on how to better integrate cultural concerns into American foreign policy and strengthen cultural exchange. Participants focused on four inter-related issues: *Preserving and Promoting Diverse Cultures in a Global Economy*; *The Role of Culture in the Practice of Diplomacy*; *The Role of Multinational Companies, NGOs, and Multilateral Organizations in Promoting Cultural Understanding and Exchange*; and *The Arts and Humanities Abroad—Sharing America's Cultural Diversity*. The conference's results will contribute to greater understanding between the United States and other societies, benefiting our international relations; our artistic, scholarly, and business communities; and American society.

The Bureau increased funding for cultural exchanges to about \$2 million. Our goal is to provide a flexible mix of exchanges that responds to policy needs and demonstrates the vitality and excellence of U.S. cultural traditions. Last year we supported:

- foreign tours by five Jazz Ambassador trios and 13 other performing arts groups under the **American Artists Abroad Program**;
- projects throughout the world by **62 American Cultural Specialists**, including a political cartoonist who conducted seminars in Turkmenistan and a video performance expert who taught video performance as a tool for alternative dispute resolution in Nigeria;
- overseas exhibitions such as *Picturing the Century*; *19th Century Navajo Textiles* and *American Film Preservation Showcase*;
- 12 bilateral exchanges of museum professionals; and
- the Fund for U.S. Artists at International Festivals to enable American visual and performing artists to participate in international music and art festivals abroad.

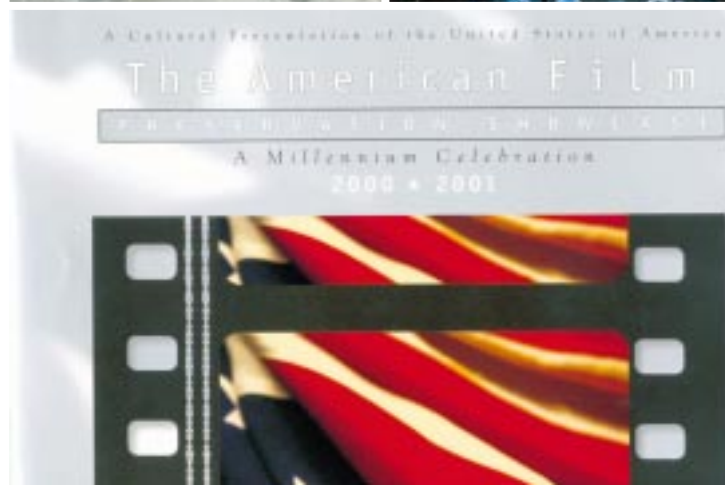
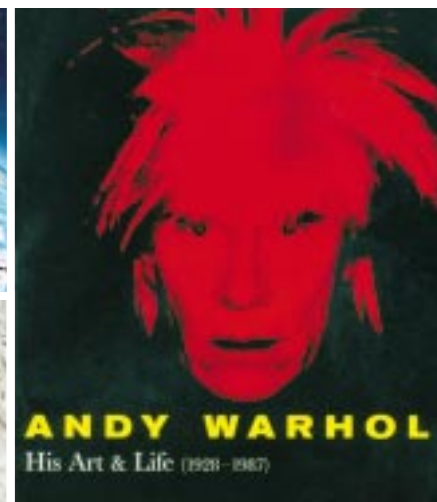
④ The dominance of English in international business, science, and technology makes it the most widely taught language in the world. Our exchanges focused on English teaching abroad emphasize improving understanding of American society and values through development of curricula, textbooks, and foreign teacher training. We help foster an English-competent world in which U.S. culture, education, and business can flourish in a climate of international cooperation and trust.

④ Working ambitiously in Russia and the other new independent states through the **Internet Access and Training Program**, ECA seeks to expand Internet media throughout the former Soviet Union. These operations permit alumni of exchanges—tomorrow's leaders in the NIS—to promote Internet use by developing local language web sites, databases, and distance education courses.

④ Responsible for implementing the Convention on Cultural Property Implementation Act, the Department accepts requests from countries for import restrictions on archaeological and ethnological artifacts, the pillage of which places their national cultural heritage in jeopardy. ECA's Cultural Property Advisory Committee, appointed by the President, reviews these requests and makes recommendations to the Department, which may enter into a cultural property protection agreement with the country. Last year we handled an emergency import restriction on Khmer stone sculptures from Cambodia, facilitated a major repatriation of ancient artifacts smuggled out of Turkey, stirred more aggressive U.S. customs enforcement of illegal antiquities trade via the Internet, and supported protection of Italy and Bolivia's cultural patrimony.



Exchanges in media, arts, and culture are an investment in nurturing international appreciation of the diversity of cultural accomplishment. Such activities include support for U.S. participation in international music and art festivals abroad, international Internet media development, overseas exhibitions of American art, and international protection of cultural property (such as southeast Asian stone sculptures, center lower left). In the photograph center lower right, a Williamsburg Art Conservation Center team works in Haiti with National Museum of Haiti counterparts to restore paintings.








THE RULE OF LAW, ESSENTIAL TO THE protection of citizens against the arbitrary use of state authority and lawless acts of both organizations and individuals, is at the core of a broader goal for promoting democracy around the globe. The concept embodies the basic principles of equal treatment of all people before the law, fairness, and constitutional guarantees of basic human rights.

In states with nascent democratic traditions, where law is not equitably applied, the judiciary is not independent, individual and minority rights are not guaranteed, and institutions have not yet developed the capacity to administer justice—democratic reform and economic development are weakened.

The accomplishment of other U.S. foreign policy goals relies on the effective rule of law. For example, civil and commercial codes that respect private business enterprise are essential ingredients for realistic policy on issues ranging from the development of market-based economies to climate change, biodiversity and oceans initiatives that benefit all the world's citizens.

As governments struggle to build the foundations of democracy, we apply exchanges to strengthening rule of law through several inter-connected areas of activity: constitutionalism, independent and effective judicial institutions, improving administration of justice, and providing citizens greater access to justice.

Since 1993, the International Visitor (IV) Program has conducted multi-regional and single-country administration of justice projects involving more than 1,000 participants. The two- to three-week programs include exposure to the American legal system in large and small communities across the United States. These include examination of constitutional rights, the role of Congress, and the judiciary.

-  The Fulbright Program last year awarded approximately 100 fellowships and scholarships that emphasize law and law-related projects. A Fulbright American studies institute for foreign educators on *Reform in American History & Law* at Boston College advanced the rule of law. We also supported international seminars on the *Foundations of Democracy* at Russell Sage College and *Morality and Society* at Boston University.
-  Citizen exchange projects—typically with U.S. non-profit organizations to encourage long-term U.S./foreign institutional relationships—often emphasize the rule of law, including the exchange of judges to improve court management, linking U.S. and foreign law schools, and training judges, attorneys, and legal specialists.
-  A high-profile international conference in Italy on “combating the trafficking of human beings” was the outcome of an Italian judge and state prosecutor’s American exchange experience through the IV Program. They studied trafficking of humans as an international organized crime.
-  International visitor Chenthil Kumar, an influential consultant to several industries in India, examined protection of intellectual property rights (IPR) in the United States. His contact with U.S. leaders and institutions convinced him of the damage inflicted on the Indian economy because of video and software piracy. He credited his experience with strengthening his commitment to promoting IPR awareness in India.
-  Citizen exchanges supported the Good Friday Agreement and recommendations of the Patten Report to ease unrest in Northern Ireland by engaging U.S. communities and organizations in the development of community policing in Northern Ireland. Members of the Royal Ulster Constabulary and Northern Ireland community leaders examined with U.S. counterparts the implications of community relationships for policing in a divided society and explored the organization and changes needed to implement community-oriented policing. A tangible result of the exchanges: the use of bicycles by patrol officers instead of armored vehicles.



The accomplishment of other U.S. foreign policy goals relies on the effective rule of law. Exchanges foster and promote the development of the rule of law by making information and education about the rule of law available to government officials, legislators, judges, lawyers, students, and scholars. These activities support study and research to advance awareness and understanding of the rule of law in a variety of contexts. Exchanges are applied to strengthening rule of law through constitutionalism, independent and effective judicial institutions, improving administration of justice, and providing citizens greater access to justice. The concept embodies the basic principles of equal treatment of all people before the law, fairness, and constitutional guarantees of basic human rights. Above right: Exchanges allowed members of the Royal Ulster Constabulary (RUC) and Northern Ireland community leaders to examine with U.S. counterparts community policing in a divided society.

We the People of the
insure domestic Tranquility, provide for the common defence
and our Posterity, do ordain and establish this Constitution

Article

Section. 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, in each State shall have ^{the} Qualifications requisite for Electors of the most numerous Branch in that State.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, seven Years, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their Numbers, which shall be determined by adding to the whole Number of free Persons, including Indians bound to Service, three fifths of all other Persons. The actual Enumeration shall be made every third Year, after the first Enumeration, in the Year one thousand seven hundred and ninety.

DIPLOMACY OF INCLUSION: Women, Minorities, and Disabled Persons

DESPITE INCREASES, WOMEN, MINORITIES, and people with disabilities are generally underrepresented in fields such as international business, education, law, journalism, and diplomacy. Awareness of these low levels of international participation is an important backdrop to our exchange programs that encourage the informed and active engagement of all citizens in government, work to increase understanding of international issues, and influence long-term policy through education.

In seeking to involve underrepresented groups in exchanges so that international programs of all types reflect the diversity of U.S. and foreign societies, we cooperate with a wide range of citizen education and service organizations ranging from the National Association of State Directors of Special Education and the League of Women Voters to the non-profit organization Mobility International USA (MIUSA), which aims to ensure the inclusion of people with disabilities in international exchange and development programs.

🌐 In partnership with MIUSA, we supported the **National Clearinghouse on Disability and Exchange**, including an electronic database and web site providing information and referrals about international exchange opportunities available to people with disabilities. We also funded publication of the journal *AWAY (A World Awaits You)*, highlighting successful examples of international exchanges by people with disabilities as well as resources available to the disability community. We helped produce manuals on including people with disabilities in international exchange programs and sponsored presentations and training at disability-related international education conferences. We brought U.S. study abroad advisors and disabled student service specialists together on campuses across the country to strategize how to increase international opportunities for the disabled.

🌐 Working with the League of Women Voters (LWV), we promoted more effective engagement of women in African political life through exchanges and internships with LWV chapters in the United States and training workshops conducted in Africa. Participants learned how to develop NGOs at the grass roots level and stimulate voting.

🌐 A grant to the **Special Olympics** supported public relations, development, technology, telecommunications, and broadcast programming throughout the world related to the 2001 Special Olympics World Winter Games, March 4–11, 2001, in Alaska where an estimated 2,000 mentally retarded children and adults and their coaches represented over 80 nations in international athletic competition in Olympic-type sports.



ECA cooperates with a wide range of citizen education and service organizations to ensure that international exchanges reflect the diversity of U.S. and foreign societies and promote the interests of all members of society. Above left: In partnership with Mobility International USA, we seek to improve the inclusion of people with disabilities in international exchange and development programs. Above center: A grant to the Special Olympics supports the 2001 Games. Above right, below: We are working hard to involve more women in international exchanges. Working with the League of Women Voters, we promoted more effective engagement of women in African political life through internships in the United States and training workshops conducted in Africa. Participants learned how to develop NGOs at the grass roots level, stimulate voting, and enlarge democratic pluralism.



THROUGH LONG-TERM YOUTH EXCHANGE programs, the Bureau reaches out to young people to widen their horizons in a crucial period of their life when critical choices are made about their futures.

By offering young people substantive international learning and leadership development experience, we increase awareness of contemporary local and global issues, heighten international social and cultural understanding, and enhance long-term international problem solving.

Participants attain these benefits through living abroad with a host family; sharing their experience with young people of the partner country; intercultural and foreign languages classes, seminars and conferences; and engaging in international and local community projects. ECA supports a wide array of youth exchange programs.

🌐 **The Congress-Bundestag Youth Exchange Program**, inaugurated in 1983 by the U.S. Congress and the German Bundestag, gives over 750 American and German youth opportunities for understanding each other's countries. These exchanges focus on gaining cultural experience and real-world views of current affairs and U.S. and German social, political, and economic life.

🌐 We coordinated recruitment and selection of the U.S. delegation for the **Ship for World Youth Program**, sponsored and administered each year by the Japanese government. The program allows delegates ages 20–29 from over a dozen countries to participate in this two-month shipboard program of cross-cultural and academic exchange.

🌐 Our **Youth Leadership Program for Bosnia and Herzegovina** provides secondary school students and educators from Bosnia and Herzegovina with a U.S.-based program on democracy education and youth leadership. During a three-week project, they participate in workshops on topics such as conflict resolution and teen mentoring, community service activities, meetings with government and community leaders, leadership development activities, and computer training.

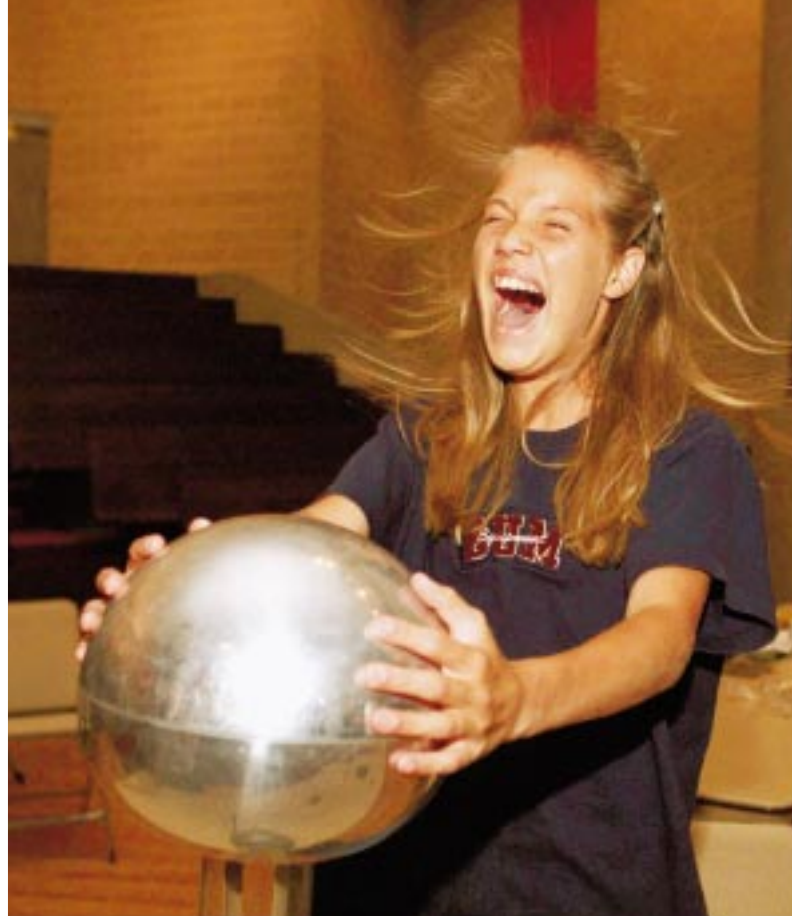
🌐 In the long term, the people of the former Soviet Union need a guiding vision. Our **NIS Secondary School Initiative**, through grants to non-profit organizations and educational institutions, develops potential future leaders of the republics of the former Soviet Union. The program brings thousands of young people from the NIS to the United States to learn about the responsibilities and opportunities that come with living in a democracy and a free-market economy. High school student and teacher exchanges stress independent thinking, initiative, and self-confidence.

🌐 We helped internationalize the **National Youth Science Camp**, a month-long summer camp in West Virginia for young scientists, by supporting participation of youth from Western Hemisphere countries.

🌐 By collaborating with the Meridian International Center, we arranged exchanges for American and Korean youth to experience each other's societies with a strong focus on increasing cross-cultural understanding of U.S. and Korean social, political, and economic life.



Exchanges help young people widen their horizons in a crucial period of their life when choices are made about their futures. These programs promote exchanges of high school students and teachers through grants to private not-for-profit organizations and public educational institutions. Since 1993 over 26,000 high school students and educators from the NIS and the United States have participated in these programs. Above: Students from Ukraine in the Secondary School Partnership Program, which links schools in the NIS with schools in the United States in one-to-one partnerships, volunteer at a Washington, D.C. kitchen for the homeless. Right: Exchanges help internationalize U.S. youth science. Below: Visiting Russian exchange students view New York from the top of the Empire State Building.



Millennium ACTIVITIES

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At a Capitol Hill breakfast symposium honoring Millennium International Volunteers Award winners, Senator John Kerry (above) emphasized the importance of volunteerism in international exchange. Mark Hansen, (below) a Mobility International USA board member, typified honorees singled out for their work and example in international volunteer service.



IN CELEBRATION OF THE 2000 MILLENNIUM, ECA and private partners sponsored the **Millennium International Volunteer Awards Program**. Designated as a White House Millennium project, these awards gave national recognition and prominence to the contributions to international educational and cultural exchange made by Americans throughout the United States—individuals who freely and voluntarily give their time, talent, and efforts on behalf of visitors from other nations.

A donation of \$5,000 was made to the non-profit organization designated by each award winner. From the many outstanding nominations throughout the country, a panel of independent judges selected 32 winners from 24 U.S. states. The award winners were formally honored at the Millennium International Volunteer Awards Gala.

A breakfast symposium on Capitol Hill provided an opportunity for the winners to share their success stories with each other and with invited guests. Senator John Kerry was the featured speaker. Attendees included seven other Members of Congress (Senators Charles Schumer, Lincoln Chafee, and Gordon Smith and Representatives Ron Kind, William Coyne, Asa Hutchinson, and Peter Hoekstra) and their staff. The winners delivered presentations on the nature of the volunteer work in their home communities.

USG Exchanges coordination



Future Leader Exchange alumnus Andrei Boyarshinov of Russia with National Security Advisor Condoleezza Rice (above), then a Stanford University professor, in April 2000.

THE BUREAU STAFFS THE INTERAGENCY WORKING GROUP ON USG-SPONSORED INTERNATIONAL EXCHANGES AND TRAINING.

The group was created in 1997 to recommend improvements to the coordination, efficiency, and effectiveness of USG international exchanges and training activities. The effort incorporates the input of 42 federal departments and agencies and is chaired by the Assistant Secretary of State for Educational and Cultural Affairs. It serves as a clearinghouse for programs totaling over \$1 billion in USG investment involving more than 141,000 participants annually.

Last year the Interagency Working Group implemented *Federal Exchanges Data System*, an Internet-based data collection and management tool. This system facilitates the accumulation of statistical data and provides policy- and decision- makers easy access to information about USG international exchanges and training programs. The group also produced reports on performance measurement, graduate-level academic exchange programs, and region-specific exchanges.

SUMMARY OF Gross Financial Activity

AS OF SEPTEMBER 30, 1999 AND 2000

RESOURCES (\$ in thousands)	1999 <i>Actual</i>	2000 <i>Estimate</i>
DEPARTMENT OF STATE APPROPRIATIONS:		
Educational and Cultural Exchange Programs (ECE)	200,500	205,000
East-West Center (EWC)	12,500	12,500
Dante B. Fascell North-South Center (NSC)	1,750	1,750
Israeli Arab Scholarship Program (IASP)	342	350
Eisenhower Exchange Fellowship Program (EEF)	525	525
Other State Department Support	1,079	408
<i>Subtotal, State Department Appropriations</i>	<i>216,696</i>	<i>220,533</i>
RESCISSIONS FROM ECE, EWC, NSC, ISAP, AND EEF	0	(909)
INTERAGENCY TRANSFERS AND REIMBURSEMENTS	102,501	114,741
BALANCES	32,083	29,047
CONTRIBUTIONS/TRUSTS	1,664	925
FEES (e.g., J visa program designation, recycling)	363	195
<i>Total</i>	<i>\$353,307</i>	<i>\$364,532</i>
 EXPENDITURES (\$ in thousands)		
ACADEMIC EXCHANGES (Fulbright, etc.)	136,825	137,640
PROFESSIONAL AND CULTURAL EXCHANGES (International Visitors, Citizen Exchanges, etc.)	67,684	61,253
SPONSORED PROGRAMS	99,503	109,184
EXCHANGES SUPPORT (Staff salaries and expenses)	22,758	24,457
<i>Subtotal, Expenditures</i>	<i>326,770</i>	<i>332,534</i>
UNOBLIGATED BALANCES LAPSING	485	2,126
UNOBLIGATED BALANCES/AUTHORITIES OUT	29,721	34,181
DEDUCT RECOVERIES	(3,669)	(4,309)
<i>Total</i>	<i>\$353,307</i>	<i>\$364,532</i>

Excludes government property, equipment assets, and approximately \$200 million in private sector, foreign government, and other USG cost-sharing.

HOW TO Contact Us

EVERY YEAR THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS receives and reviews thousands of requests for funding from organizations. Regrettably, the Bureau is able to fund a relatively small number of proposals. Consequently, the Bureau does not consider unsolicited proposals.

The Bureau cannot accept proposals that benefit specific individuals. All programs must maintain a non-political character and be balanced and representative of American political, social, and cultural life. The Bureau considers proposals from non-profit tax-exempt organizations whose requests fall within published program guidelines and are developed in response to grant competitions announced in the *Federal Register*.

The Bureau maintains a list of open Requests For Grant Proposals (RFGPs) and accompanying solicitation documents on its web site at <http://exchanges.state.gov/education/rfgps>. RFGPs are usually published on Thursdays in the *Federal Register*.

Proposals deemed technically eligible undergo an internal review process, including panel review by Department of State staff. Congress is then notified of all approved grant packages.

For further information, contact:
Program Management Staff (ECA/EX/PM),
Bureau of Educational and Cultural Affairs,
U.S. Department of State, SA-44,
301 4th Street, S.W., Washington, D.C. 20547

EMPLOYMENT Opportunities

THE U.S. DEPARTMENT OF STATE employs Foreign Service and Civil Service personnel overseas and in the United States. State Department personnel are responsible for carrying out U.S. foreign policy and maintaining diplomatic relations throughout the world.

Visit the Office of Personnel Management's web site at:
<http://www.usajobs.opm.gov>
for a current list of vacancy announcements. The U.S. Department of State is an Equal Opportunity Employer.

You may also contact:
Office of Recruitment, Examination and Employment
U.S. Department of State, PER/REE, SA-1
2401 E St., NW, 5th Floor Highrise
Washington, D.C. 20522
Tel: (202) 261-8888 Fax: (202) 261-8841



Internships

THE BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS actively participates in the U.S. Department of State Internship Program.

Internships contribute to the long-term sustainability of exchange programs and provide interns with hands-on training and valuable professional experiences.

Visit the Department of State's web site at <http://www.state.gov/www/careers/index.html> for internship information or contact:
Attn: Intern Coordinator
U.S. Department of State, Recruitment Division, SA-1
2401 E St., NW, 5th Floor Highrise
Washington, D.C. 20522

The **Fulbright Program** provides grants for graduate students, scholars, teachers, and professionals from the U.S. and other countries and promotes better understanding of the U.S. through summer institutes for foreign university faculty: Office of Academic Exchange Programs (ECA/A/E), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-4360; Fax: 202-401-5914.

The **International Visitor Program** brings participants to the United States from all over the world each year to meet and confer with their professional counterparts and to experience the United States firsthand: Office of International Visitors (ECA/PE/V), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 800-827-0804.

The **Citizen Exchange Program** develops professional, cultural, and youth programs with non-profit American institutions: Office of Citizen Exchanges (ECA/PE/C), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5348; Fax: 202-619-4350.

English Language Programs maintain offices worldwide assisting teachers and teacher trainers with workshops, seminars and publications: Office of English Language Programs (ECA/A/L), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5869; Fax: 202-401-1250; E-mail: english@pd.state.gov.

The **Humphrey Fellowship Program** brings mid-career professionals from developing countries to the United States for a year of academic study and professional experiences: Humphrey Fellowships and Institutional Linkages Branch (ECA/A/S/U), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5289; E-mail: humphrey@pd.state.gov.

Educational Information and Resources activities promote the international exchange of students and scholars by providing support for a network of worldwide educational advising centers and for the infrastructure of exchanges at U.S. colleges and universities. For further information, contact: Educational Information and Resources Branch (ECA/A/S/A), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5434; Fax: 202-401-1433; E-mail: advise@pd.state.gov.

The **College and University Linkages Program** fosters educational partnerships through faculty and staff exchanges between U.S. and foreign academic institutions: Humphrey Fellowships and Institutional

Linkages Branch (ECA/A/S/U), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5289; E-mail: affiliation@pd.state.gov.

The Bureau's **Office of Policy and Evaluation**, responsible for generating objective information that improves exchange programs, can be reached at Office of Policy and Evaluation (ECA/P), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-5307.

The **Exchange Visitor Program Designation Staff** designates NGOs to carry out U.S. exchange programs that bring foreign visitors to the United States on a J visa. The staff can be reached at Exchange Visitor Program Designation Staff (ECA/EC/ECD), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-401-9810.

The **J. William Fulbright Foreign Scholarship Board** oversees the body of international exchange activities encompassed in the Fulbright Program, the academic exchange of scholars, students, teachers, and mid-level professionals. For further information, contact: J. William Fulbright Foreign Scholarship Board,

Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-4290.

The **U.S. Cultural Property Advisory Committee** advises the President on the Convention on Cultural Property Implementation Act. The Cultural Property Staff can be reached at the Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-6612; Fax: (202) 619-5177; E-mail: culprop@pd.state.gov.

The **U.S. Government Exchanges Coordination Staff** works to improve the coordination, efficiency and effectiveness of U.S. Government-sponsored international exchanges and training reports, along with other information on international exchanges and training programs: U.S. Government Exchanges Coordination Staff (ECA/EC/C), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-260-5126; E-mail: IAWGmail@pd.state.gov.

The Bureau's **Executive Office**, responsible for ECA's administrative and technological support and financial management, can be reached at Office of the Executive Director (ECA/EX), Bureau of Educational and Cultural Affairs, U.S. Department of State, SA-44, 301 4th Street, S.W., Washington, D.C. 20547. Phone: 202-619-4949; Fax: 202-205-2457.

Geographical Tables

Exchanges Expenditures

Country/Locale	P a r t i c i p a n t s			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
WESTERN HEMISPHERE				
Argentina	63	231	294	4,245
Bahamas	0	2	2	35
Barbados	1	16	17	434
Belize	0	3	3	33
Bolivia	18	39	57	1,058
Brazil	81	261	342	4,813
Canada	24	109	133	1,228
Chile	23	106	129	1,990
Colombia	30	144	174	2,410
Costa Rica	11	42	53	1,041
Dominica	0	5	5	55
Dominican Republic	30	48	78	812
Ecuador	28	101	129	1,737
El Salvador	16	46	62	1,063
Guatemala	15	43	58	1,095
Haiti	15	43	58	757
Honduras	11	36	47	778
Jamaica	10	27	37	757
Mexico	137	484	621	6,374
Nicaragua	9	31	40	810
Panama	6	35	41	707
Paraguay	11	25	36	636
Peru	34	82	116	2,095
St. Vincent and the Grenadines	0	2	2	22
Trinidad and Tobago	7	30	37	625
Uruguay	16	40	56	890
Venezuela	16	66	82	1,471
Western Hemisphere Multicountry	50	23	73	710
Subtotal, Western Hemisphere	662	2,120	2,782	\$38,681

Country/Locale	P a r t i c i p a n t s			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
SUB-SAHARAN AFRICA				
Angola	0	28	28	469
Benin	8	25	33	572
Botswana	3	21	24	549
Burkina Faso	7	18	25	504
Cameroon	6	35	41	831
Cape Verde	30	30	60	124
Chad	2	14	16	273
Congo	0	18	18	425
Côte d'Ivoire	8	33	41	1,103
Djibouti	3	0	3	8
Eritrea	5	18	23	357
Ethiopia	6	34	40	892
Gabon	0	1	1	12
Gambia	15	0	15	42
Ghana	14	48	62	1,451
Guinea	1	21	22	405
Kenya	6	64	70	1,270
Lesotho	1	3	4	83
Liberia	0	15	15	332
Madagascar	7	21	28	842
Malawi	5	17	22	489
Mali	2	31	33	511
Mauritania	1	1	2	41
Mauritius	3	18	21	562
Mozambique	8	34	42	636
Namibia	4	21	25	616
Niger	4	19	23	448
Nigeria	21	149	170	1,968
Rwanda	5	23	28	516
Senegal	22	73	95	1,269
Sierra Leone	0	6	6	113
South Africa	102	209	311	4,220
Swaziland	0	23	23	425
Tanzania	13	30	43	888
Togo	0	16	16	377
Uganda	17	43	60	1,000
Zambia	3	34	37	567
Zimbabwe	50	46	96	1,234
Africa Multicountry	8	16	24	731
Subtotal, Sub-Saharan Africa	309	1,256	1,646	\$27,155

Geographical Tables *(con't)*

Country/Locale	Participants			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
EAST ASIA AND THE PACIFIC				
Australia	74	67	141	1,643
Burma	1	18	19	740
Cambodia	16	34	50	939
China	228	383	611	8,108
Cook Islands	0	1	1	27
Fiji	0	8	8	141
Hong Kong	29	38	67	1,069
Indonesia	111	194	305	5,430
Japan	73	279	352	7,827
Kiribati	14	4	18	90
Korea	155	165	320	4,974
Laos	0	15	15	441
Malaysia	14	58	72	1,404
Micronesia	15	2	17	36
Mongolia	4	29	33	745
New Caledonia	0	1	1	27
New Zealand	28	28	56	1,045
Papua New Guinea	0	5	5	100
Philippines	25	99	124	2,644
Singapore	10	38	48	848
Solomon Islands	0	3	3	28
Taiwan	114	71	185	882
Thailand	27	86	113	2,241
Togo	0	8	8	135
Tuvalu	0	3	3	28
Vanuatu	0	3	3	28
Vietnam	64	108	172	5,888
Western Samoa	0	5	5	81
East Asia and Pacific Multicountry	13	30	43	1,378
Subtotal, East Asia and Pacific	1,015	1,783	2,798	\$48,967

Country/Locale	Participants			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
NEAR EAST				
Algeria	0	17	17	331
Bahrain	3	11	14	269
Egypt	43	77	120	2,348
Iran	12	1	13	127
Israel	62	165	227	3,015
Jordan	49	81	130	2,341
Kuwait	3	8	11	215
Lebanon	6	34	40	695
Morocco	46	75	121	1,788
Oman	4	32	36	471
Qatar	2	9	11	215
Saudi Arabia	5	24	29	561
Syria	8	40	48	1,014
Tunisia	21	44	65	1,210
United Arab Emirates	1	11	12	207
West Bank and Gaza	25	111	136	2,415
Yemen	19	18	37	815
Near East Multicountry	10	16	26	707
Subtotal, Near East	319	774	1,093	\$18,744
SOUTH ASIA				
Bangladesh	21	36	57	881
Bhutan	0	5	5	121
India	86	189	275	4,545
Nepal	15	35	50	1,036
Pakistan	50	86	136	2,083
Sri Lanka	16	38	54	964
South Asia Multicountry	10	16	26	383
Subtotal, South Asia	198	405	603	\$10,013

Geographical Tables (con't)

Country/Locale	Participants			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
EUROPE				
Albania	21	64	85	1,433
Austria	68	53	121	873
Belgium/Luxembourg	103	71	174	1,114
Bosnia	53	183	236	2,678
Bulgaria	30	47	77	1,713
Croatia	23	92	115	2,024
Cyprus	11	503	514	9,877
Czech Republic	71	59	130	1,604
Denmark	52	44	96	722
Estonia	16	28	44	811
Finland	36	49	85	775
France	272	102	374	1,448
Germany	656	850	1,506	10,112
Greece	19	51	70	922
Hungary	119	66	185	2,064
Iceland	29	23	52	404
Ireland	35	63	98	802
Italy	66	120	186	2,201
Latvia	26	49	75	1,187
Lithuania	9	42	51	976
Macedonia	28	74	102	1,099
Malta	0	14	14	156
Netherlands	46	45	91	750
Norway	85	59	144	932
Poland	171	117	288	3,159
Portugal	58	58	116	848
Romania	31	75	106	2,708
Serbia	12	135	147	2,072
Slovak Republic	36	42	78	1,236
Slovenia	34	36	70	696
Spain	76	148	224	2,155
Sweden	38	77	115	778
Switzerland	6	10	16	119
Turkey	74	103	177	2,669
United Kingdom	211	219	430	2,634
Europe Multicountry	582	16	598	1,609
Subtotal, Europe	3,203	3,787	6,990	\$67,360

Country/Locale	P a r t i c i p a n t s			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
R U S S I A / N E W I N D E P E N D E N T S T A T E S				
Armenia	48	283	331	7,833
Azerbaijan	39	209	248	5,953
Belarus	19	258	277	3,918
Georgia	55	307	362	7,542
Kazakhstan	49	306	355	6,456
Kyrgyzstan	19	160	179	3,453
Moldova	52	314	366	4,837
Russia	585	2,758	3,343	39,749
Tajikistan	4	52	56	1,151
Turkmenistan	4	70	74	1,480
Ukraine	299	1,651	1,950	28,454
Uzbekistan	48	202	250	4,548
Russia/NIS Multicountry	0	16	16	476
Subtotal, Russia/NIS	1,221	6,586	7,807	115,850
Grand Total	7,008	16,711	23,719	\$326,770

U.S. States and Territories

Exchanges Expenditures

State/Territory	Participants			Estimate (\$ in thousands)
	U.S. Grantees	Foreign Grantees	Total	
Alabama	29	85	114	2,100
Alaska	51	98	149	1,199
Arizona	96	282	378	4,717
Arkansas	15	54	69	1,006
California	731	1,424	2,155	26,796
Colorado	74	244	318	4,664
Connecticut	157	131	288	3,701
Delaware	18	135	153	1,498
Florida	230	313	543	7,310
Georgia	192	322	514	6,904
Guam	4	1	5	212
Hawaii	16	553	569	10,505
Idaho	15	40	55	942
Illinois	310	722	1,032	12,422
Indiana	189	326	515	6,825
Iowa	127	404	531	6,351
Kansas	124	202	326	2,657
Kentucky	24	145	169	2,219
Louisiana	180	215	395	3,686
Maine	137	65	202	1,432
Maryland	293	332	625	14,376
Massachusetts	226	976	1,202	17,223
Michigan	199	386	585	6,054
Minnesota	104	318	422	6,707
Mississippi	10	172	182	2,428
Missouri	60	315	375	5,891
Montana	43	95	138	2,125
Nebraska	30	78	108	1,567
Nevada	23	54	77	868
New Hampshire	52	78	130	1,717
New Jersey	213	118	331	3,921
New Mexico	30	119	149	2,124
New York	449	1,564	2,013	30,533
North Carolina	89	474	563	7,514
North Dakota	35	35	70	507
Ohio	133	585	718	9,564
Oklahoma	30	172	202	2,871
Oregon	90	269	359	4,705
Pennsylvania	411	614	1,025	12,792
Puerto Rico	110	0	110	11
Rhode Island	45	81	126	1,105
South Carolina	64	115	179	2,340
South Dakota	9	17	26	383
Tennessee	49	118	167	2,792
Texas	289	609	898	10,625
Utah	31	116	147	1,936
Vermont	40	99	139	1,705
Virgin Islands	2	2	4	71
Virginia	154	250	404	14,083
Washington State	298	349	647	7,214
Washington, D.C.	580	2,097	2,677	38,103
West Virginia	17	58	75	906
Wisconsin	75	261	336	4,260
Wyoming	6	24	30	603
Total	7,008	16,711	23,719	\$326,770